



Second Grade Curriculum



In the name of Allah, Most Merciful, Most Beneficent

Dear Parents,

As'Salaamu `Alaykum and welcome to Al Manara Academy Second Grade,

At Al Manara our goal is to establish and maintain a school environment where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

It is the school's mission to uphold the Islamic concept of ilm that integrates the pursuit of knowledge with Islamic values. Al Manara makes the excellence of learning within the Islamic heritage, the foundation of the rigorous academic program that is intended to serve the needs of the modern world without sacrificing moral and spiritual values. Therefore, we encourage you to work with your child regularly by discussing what happened in school and reviewing the work that your child brings home. We also welcome your calls or visits to the classroom, by making an appointment, to discuss with the teacher any concerns you may have.

All of this fits together like a jig-saw puzzle. The outcome of your child's education is the complete puzzle, the big picture, and the result of the learning. The various puzzle pieces are necessary for the successful completion of the puzzle. Through various lessons in a variety of content areas, teachers assist their students in putting all the pieces of the puzzle in place.

With this in mind, this document is intended to give you some of the common characteristics of second grade children, as well as the skills used to promote growth and success during the school year. We have also listed specific learning objectives for each subject area in the curriculum. By working with your child in these areas, you can help increase learning as well as show your interest and involvement in their school experience.

Muslim parents should remember that Allah (SWT) will hold them responsible on the Day of Judgment if they neglect to educate their children about Islam and provide them with the general knowledge that will enable them to make a decent living. The success of your child during this school year is our primary goal and we need your help, your donations, your understanding, and your prayers.



GOALS AND OBJECTIVES

At Al Manara continued progress and growth of the individual is the aim of education, this includes deen and the academic education. This education should be intellectual in its direction, individualized in its approach, demanding in its efforts, character building in its nature, humane in its treatment, and scientific in its method.

The staff at Al Manara understands full well the responsibility entrusted to us by our complex society, are dedicated to these goals.

1. To develop in each of our pupils the recognition of the personal dignity of man
2. To cultivate intellectual curiosity in each pupil
3. To equip each pupil to live a responsible and profitable life as a citizen of the community, nation, and world
4. To aid each pupil in acquiring and developing desirable traits of character and a wholesome, well-integrated personality.
5. To help each pupil realize his own potentials and help him adjust to everyday problems both intellectual and social
6. To teach the fundamental skills, and develop effective study and work habits

To fulfill these goals, the staff at Al Manara must:

- Recognize the individuality of each student and develop this through guidance and encouragement
- Organize and operate the program of education to develop the total individual
- Instill in each student an appreciation for and a loyalty to his country
- Offer a complete, continuous program of education

At Al Manara the teaching philosophy is very child-centric. This principle of education should direct our efforts toward a practical as well as theoretical philosophy. Acceptance of this philosophy is the first step. Implementation must follow as well as constant evaluation and revision. Cooperation of parents, teachers, and administrators is essential in establishing and maintaining high educational standards for our school.



STUDENT SUCCESS

In accordance with the philosophy, principles, goals, and objectives of the school, a successful student as one who:

Academically,

- is developing the fundamental skills, knowledge, and
- dispositions outlined in the curriculum
- is acquiring effective study and work habits
- is responding to an academic environment that fosters intellectual curiosity, individual responsibility, and mutual respect

Socially,

- is exercising the rights and responsibilities of citizenship and family living
- is exhibiting physical and emotional well-being and a sense of personal growth
- is demonstrating respect for humanity and the dignity of others

Personally,

- is attending classes, participating in class activities and doing the required work
- is displaying acceptable standards of behavior
- is exerting desirable effort to learn



DEVELOPMENT OF A SECOND GRADE CHILD

It is important to remember that each child is unique and that a wide range of individual differences will appear with any group of children. Although there is diversity, there is also consistency. A child's development is organized and directed. Each child needs to go through certain patterns on his way to adulthood. Age characteristics are rough guidelines to help us know what may be expected from the Second Grade children and what behaviors are typical for their age.

The second grader;

- ✓ Is active
- ✓ Is friendly, cooperative, and likes praise
- ✓ Is open to new ideas and likes a challenge
- ✓ Likes competition
- ✓ Is a good listener
- ✓ Is becoming more attentive
- ✓ Enjoys "hands-on" learning
- ✓ Is socially sensitive and sensitive to criticism
- ✓ Is very trusting
- ✓ Has strong loyalties for a short duration
- ✓ Likes secrets, mysteries, riddles, and jokes
- ✓ Is practicing to improve motor skills
- ✓ Can take responsibility for his/her actions
- ✓ Has an enormous curiosity
- ✓ Is interested in history and different cultures
- ✓ Has high expectations of self
- ✓ Likes to assume responsibility



SUBJECTS TAUGHT BY HOMEROOM TEACHERS

HEALTH

- ✓ How to handle emergencies and ways to stay safe
- ✓ The brain and how we think
- ✓ Why the body needs good food
- ✓ The heart and keeping it healthy
- ✓ Fear and how to cope with it
- ✓ How the body grows
- ✓ Germs can make you sick
- ✓ Skin; how it protects us and how to keep it clean
- ✓ Muscles; how exercise keeps us healthy

MATHEMATICS

- ✓ Read and write whole numbers through 5 digits
- ✓ Joining and separating of whole numbers
- ✓ Algorithms for addition and subtraction
- ✓ Units of measurement (arbitrary and standard): length, mass, volume, duration temperature
- ✓ Classification of two and three dimensional shapes by attribute(s)
- ✓ Collecting, organizing, and interpreting information
- ✓ Grouping and partitioning geometric shapes
- ✓ Communicate mathematically

READING/LANGUAGE ARTS

- ✓ Oral language: poetry—reciting, acting out, choral reading; stories-telling
- ✓ Sequencing, retelling; talking on the telephone; interviewing; creative dramatics; recitation; discussion; giving directions; Talking About Books discussions; oral reports
- ✓ Basic decoding skills: regular consonant & vowel sounds, digraphs, blends, vowel variants



- ✓ High frequency/sight words, context clues
- ✓ Word analysis: endings, contractions, compounds, possessive, base words, prefixes, suffixes, syllabication
- ✓ Comprehension: literal; inferential; evaluative (topic/main idea & key details, sequence, categorizing, predictions, cause/effect relationships)
- ✓ Vocabulary: expansion of basic concept words, multiple meanings, synonyms, antonyms
- ✓ Following oral & written directions
- ✓ Literature: stories, journal, play, poetry, informational literature
- ✓ Understanding information from maps, charts, graphs
- ✓ Concepts of language: sentences—statements, questions, commands, exclamations, naming part (subject), telling part (predicate), sentence combining, word order; nouns— singular & plural, possessives, common & proper; pronouns—subject & object; verbs—present, past, subject/verb agreement, usage (is, are, has, have); adjectives--er, est; adverbs; appropriate punctuation & capitalization rules
- ✓ Kinds of writing: story, postcard, letters, pen-pal letters, poems, description, report, book page, journaling, responding to literature, expository writing
- ✓ Writing process: prewriting, writing, revision, proofreading, publishing
- ✓ Use of multiple reference sources: dictionaries,
- ✓ encyclopedia, thesaurus, maps, charts, and graphs
- ✓ Spelling: learning to convert from invented spelling to
- ✓ Standard words' spelling
- ✓ Handwriting: manuscript & cursive handwriting
- ✓ Use of multimedia for reading and writing
- ✓ Making reading/writing connection

SCIENCE

- ✓ Ecosystems and environment: recognizing the stages of growth of animals and infer conditions needed for survival
- ✓ Living things: plant and animal classification
- ✓ Earth and space: water cycle, measure weather conditions using appropriate instruments
- ✓ Force and motion: motion of waves, wind



- ✓ Matter and energy: changes in states of matter, shadows
- ✓ Scientific inquiry: observe, infer, construct, compare, collect, conclude
- ✓ Nature of science, technology and human activity: question, measure, use Earth's resources wisely

SOCIAL STUDIES

- ✓ Identify people and places; near and far: family, friends, neighbors, communities, cultures
- ✓ History: past, present, future; first Americans, Jamestown, timelines
- ✓ Citizenship: levels of government and offices, American patriots, democratic freedoms, volunteers
- ✓ Cultures: likes, differences, past, present
- ✓ Economics: trade, buy, sell; goods, services; wants, needs, scarcity; prices, wages, interest, rent, taxes
- ✓ Geography: city, suburbs; map symbols; resources; natural and
- ✓ Man-made features, compass rose
- ✓ Career awareness/current events and issues
- ✓ Draw inferences from charts, graphs, diagrams, and time lines
- ✓ Science, technology—impact on people and society
- ✓ Skills applied in social studies—thinking, reading, writing, discussing, and using technology as a learning tool

ART

- ✓ Use a variety of processes to connect and combine materials
- ✓ Learn the appropriate art media, methods, and tools, and the artistic problem solving processes
- ✓ Explore transparent/opaque colors
- ✓ Understand surface/texture qualities
- ✓ Design functional forms
- ✓ Construct 3-D forms
- ✓ Use line for 3-D
- ✓ Use line to create balance
- ✓ Use line to create negative space



- ✓ Recognize emotional qualities of line
- ✓ Create design, using rhythm

PHYSICAL EDUCATION

- ✓ Demonstrate a basic understanding of physical fitness
- ✓ Demonstrate strength, endurance, agility, flexibility and speed
- ✓ Movement: locomotor, non-locomotor, balance, manipulative
- ✓ Demonstrate basic rhythm and movement
- ✓ Spatial awareness: self space, general space, directions, levels, pathways, extensions
- ✓ Gymnastics: balance
- ✓ Games: small group, relays, whole-class, lead-up, partner
- ✓ Fitness: health-related, skill-related, body alignment

COMPUTER

- ✓ Recognize and operate the major components of the computer system: monitor, keyboard, disk, and disk drive
- ✓ Develop keyboarding and word processing skills
- ✓ Use the computer for basic skill practice in the subject areas
- ✓ Use software
- ✓ Perform simple word processing
- ✓ Develop graphics

MUSIC (Nasheed)

- ✓ Sing Islamic songs (Nasheed) in Arabic and English
- ✓ Improvise melody (vocally)
- ✓ Loud, soft, and medium volume
- ✓ Rhythm & beat
- ✓ Sounds, high and low



SUBJECTS TAUGHT BY SPECIALIZED TEACHERS

DEEN (Islamic Studies)

- ✓ Belief in the oneness of Allah (SWT)
- ✓ Belief in Allah (SWT) as the Creator of everything and He is Merciful
- ✓ Learn about the mosque, azan, and more about wudu
- ✓ Learn about the five pillars of Islam (declaration of faith, prayers, fasting, charity, and pilgrimage) in depth
- ✓ Learn about the Seerah of the Prophet Muhammad (saas)
- ✓ Learn about Islamic manners
- ✓ Learn more about Al-Tashahud

ARABIC

- ✓ Memorize 10 short and medium Surah's (chapters) from the Holy Quran
- ✓ Learn how to read and write in Arabic
- ✓ Learn how to pronounce the words correctly
- ✓ Arabic spelling
- ✓ Meaning of the words

ASSEMBLY

- ✓ Du'aa (Supplication): Learn the meaning and memorize some of the Du'aas for different occasions
- ✓ Learn the importance of remembering Allah (SWT) all the time
- ✓ Story: learn more about the Seerah (life story) of the Prophets and the companions
- ✓ Learning to take the companions of the Prophet (saas) as leaders and examples in our lives
- ✓ Hadith: Memorize the Hadith of the Prophet (saas)
- ✓ Learn more about our belief and worshipping Allah (SWT)
- ✓ Quiz: test and refresh the Islamic knowledge



GUIDANCE AND COUNSELING (as needed)

- ✓ Understanding and accepting myself
- ✓ Making decisions
- ✓ Understanding and getting along with others
- ✓ Learning about family relationships and responsibilities
- ✓ Working with others
- ✓ Exploring interests
- ✓ Becoming a responsible student



SUBJECTS INFUSED INTO TOTAL CURRICULUM TEACHERS

LIBRARY MEDIA

- ✓ Locate and identify the books and other media
- ✓ Locate areas of the collection
- ✓ Develop library reference skills to locate and choose a book for pleasure or research
- ✓ Become familiar with a variety of authors and illustrators
- ✓ Review a variety of children's literature
- ✓ Categorize books as to fiction and non-fiction
- ✓ Share literature with other children
- ✓ Recognize the basic elements of a book
- ✓ Participate in storytelling



DOMAINS IN EDUCATION

A. AFFECTIVE DOMAIN

Many students experience asynchronous, that is, uneven, development in intellectual, physical, social, and emotional growth. Students must learn how to best use their cognitive powers to make sense of their emotional needs.

- Social Cooperation
- Self Realization
- Self Esteem

B. COGNITIVE DOMAIN

Creative Thinking

"Without knowledge, imagination cannot be productive. Without imagination, abundant knowledge cannot help us live in a world of change. And without the ability to synthesize, evaluate, and develop our ideas, we achieve no effective creativity." Parnes, Noller, Biondi, *Guide to Creative Action*, page 15, Charles Scribner's Sons, NY, 1977.

- Brainstorming
- Listening/Visual
- Analogies
- Ambiguity
- Elaboration
- Originality
- Curiosity
- Sensitivity/Aesthetics
- Creative Problem-Solving

Critical Thinking

Critical thinking is a composite of attitudes, knowledge and skills that facilitate an in depth, reflective research for valid conclusions which solve problems, resolve doubts, and enable one to choose among conflicting doctrines and/or policy statements.

- Brainstorming
- Literature



Logic

Students prepare for logical thinking by using simple systems based on patterns and relationships and by understanding the role of assumptions, generalizations, and actual facts when reaching a valid conclusion. Evidence is considered in a systematic way and is often charted on a grid to obtain accurate conclusions.

- Indications of Patterns
- Isolation of facts
- Structure of Logic
- Logic Grid
- Visual Perceptions
- Analogies
- Language

Methods of Research

Technological skills are infused and applied in this area.

- Historical
- Descriptive
- Case & Field Study
- Correlation
- True Experimental

Research Locational Skills

These skills are necessary for students to work independently, to locate material for valid research and to enable them to explore areas of interest in the future.

- Call Numbers
- Use of Catalogue
- Reference Work Components

Research Formal Skills

These skills are essential for life-long learning.

- Competency in Topic Selection
- Research procedure